Appendix table 7-41.
**Access to the World Wide Web at home: 2001**
(Percentages)

| Characteristic | No | Yes | Sample size (number) |
|---|---|---|---|
| **All adults** | 41 | 59 | 1,574 |
| Male | 37 | 63 | 751 |
| Female | 45 | 55 | 823 |
| **Formal education** | | | |
| Less than high school | 68 | 32 | 116 |
| High school graduate | 42 | 58 | 834 |
| Baccalaureate degree | 19 | 81 | 393 |
| Graduate/professional degree | 19 | 81 | 221 |
| **Science/mathematics education[a]** | | | |
| Low | 55 | 45 | 674 |
| Middle | 31 | 69 | 469 |
| High | 18 | 82 | 431 |
| **Attentiveness to science and technology[b]** | | | |
| Attentive public | 33 | 67 | 195 |
| Interested public | 34 | 66 | 755 |
| Residual public | 52 | 48 | 624 |

[a]Respondents were classified as having a "high" level of science/mathematics education if they took nine or more high school and college science/math courses. They were classified as "middle" if they took six to eight such courses and "low" if they took five or fewer.

[b]To be classified as attentive to a given policy area, an individual must indicate that he or she is "very interested" in that issue, is "very well informed" about it, and a regular reader of a daily newspaper or relevant national magazine. Individuals who report that they are "very interested" in an issue area but do not think that they are "very well informed" about it are classified as the "interested public." All other individuals are classified as members of the "residual public" for that issue. The attentive public for science and technology combines the attentive public for new scientific discoveries and the attentive public for new inventions and technologies. Any individual who is not attentive to either of those issues but who is a member of the interested public for at least one of those issues is classified as a member of the interested public for science and technology. All other individuals are classified as members of the residual public for science and technology.

NOTE: Percentages may not add to 100 because of rounding. A few respondents did not provide information about their highest level of education.

SOURCE: National Science Foundation, Division of Science Resources Statistics (NSF/SRS), NSF Survey of Public Attitudes Toward and Understanding of Science and Technology, 2001.

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